

## **Developing Active Reading Textbook For Third Semester Student Of English Study Program**

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### **Abstract:**

This research is aimed to design the teaching material: Active Reading text book. The researchers applied the Pebble Pond Model to design the book. The model consists of six different phases namely, problem, progression, analysis, strategy, design and production. Merrill (2002). The result of the research is expected to help the lecturers to teach active reading course and deliver the knowledge through the reading material to the students. After identifying students' problem in comprehend ESL texts, analyzing the students' needs, designing the draft, and arranging the materials, the researchers designed the book based on the available syllabus. The Active Reading book is designed to assist the students in learning reading at the third semester. The book consists of the reading material completed by the reading strategies. The various ESL texts will help the students be successful readers.

**Keywords:** active, reading, successful, readers, text book.

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## **INTRODUCTION**

Indonesia is grouped into the country to the expending or extending circle nation. It refers to nations which recognize the important of English as an international language, but which were not colonized by the countries of the inner circle, and which have not given English any special official status. In these countries (Indonesia, China, Japan, Greece and Poland), English is taught

as a foreign language (Crystal:2003a). English is one of a number foreign languages which have been in use for some time or which are coming to be taught (Lauder, 2008). In Indonesia, English is involved in educational system and taught to be the students from elementary level to university. Masduqi (2014) argues that most Indonesian universities require student to take English course focusing on improving students' English competence to

comprehend academic disciplinary texts. When people learn English, they are required to have four language skills; listening, speaking, reading, and writing. Reading is regarded as the most important skill among those language skills as Gu (2003) argue that reading is the most important skill among others, while Grabe & Stoller (2011); Stevenson (2010) state that reading is conventionally categorized as receptive skill which does not require learners to produce language expressions directly. In a process learning new language, learners begin with reading the new language items and absorb the knowledge in their meaning. It might be for this reason that most first language reading research has been traditionally focused on investigating cognitive process inside the readers' mind (Grabe & Stoller, 2011; Stevenson, 2010).

By reading a lot, the readers get dozen information comes from the world through text printed. As Peregoy & Boyle (2001) say that all readers need to use English language knowledge, world knowledge, and understanding of print to understand text. Comprehend the text is required when the readers read. Reading comprehension is a complex skill that requires readers to combine a variety of reading strategies to interact with the texts. As it argued by Long, Oppy & Seely (1994) if readers are unable to generate inference that connect explicit information in a text to relevant world knowledge, they feel as though they would not comprehend the text and have difficulty remembering.

In the university level, most of the students are passive in the reading text. Most readers are passive readers that hopes the texts will automatically tell them what they mean without significant contribution from the readers (Kirsznar:2000). While Kwelju (1996) finds that students are not willing to read their reading textbook although they

realized their usefulness. She argues that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the text book. This study is confirmed by Rukmini (2004) she find that the new university students lack interest in reading classes since they are not familiar with the explanation and discussion genre which are commonly used in reading text in tertiary level. Reading classes considered boring and stressful because of over reading text/s, unfamiliar vocabulary, lack of pre-reading activities activating the students' background knowledge, and repetitive teaching (Firmanto: 2005).

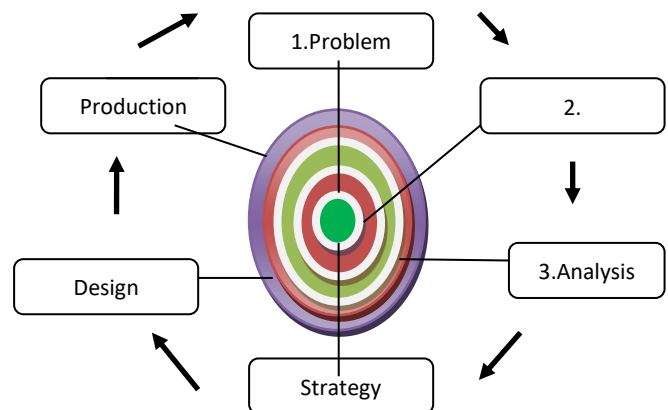
In line with the statement above, a lot of researchers conducted the study of how to enhance the students reading comprehension. Tregaskes & Delva (2010) investigated the effectiveness of improving the reading comprehension of sixth-grade social studies through the use cognitive strategies. The results indicate students who are instructed in the use of metacognitive strategies increase the reading comprehension more than students who do not receive such instruction. The findings also suggest support for training classroom teachers to provide instruction in metacognitives skills. Khaki (2014) the study investigated the effect of two strategies, namely; summarizing and students generated questions. The result indicated that there was significant difference between the summary group and the control group. It is recommended that EFL teachers ask their students to prepare a reading passage summary to help them improve their reading comprehension. Shezrlou (2012) investigates the effectiveness of cognitives strategies instruction on English reading comprehension of Iranian advanced students. The findings in this study generally supported the view that the cognitivw

strategies had a positive impact on the reading development of Persian-Speaking students. However, the present study aims to enhance the students reading comprehension skill through the use of reading material that the researcher design for the universities students. As the researchers investigate that most of the EFL Indonesian universities students are lack of comprehension toward the reading text, especially the students of English Education Program at the university of Indraprasta. Therefore the researchers focused on the design of cultural reading material to improve the students' reading comprehension. Eng and Lin (2015) argue that culture is not a noun as previously seen in traditional views; it is a verb which influence how to do something and interact with their surroundings. From this perspective 'culture' and 'cultural approaches to reading' in the Indonesian context are not static set of beliefs or attitudes but a complex set of interrelated and changing behaviors. Students' attitudes and beliefs about reading in English could be informed by their previous educational experiences, their family background experiences, their religious teaching as much as by peer group interactions and daily access to media, internet and global technology. These factors are constructed and played out in tertiary reading classroom context.

## RESEARCH METHOD

The researchers take many steps to design and develop "Active Reading". The researchers select the Pebble in the Pond Model for developing reading text book "Active Reading" since it is remarkable and significant model in the field of designing materials (Merrill, 2002)

**Figure 1: The Pebble in the Pond Model (Merril, 2002)**



The model consists of six different phases namely, problem, progression, analysis, strategy, design, and production. Merrill (2002). The researchers systematically developed the Active Reading Text Book in line with the six phases of this model. In order to develop an Active Reading text book, the Descriptors of Reading Ability developed by Abdul Rasyid Mohamed In, and Shaik Abdul Malik (2010), the Malaysian English Language Syllabus, Barrel's taxonomy of reading comprehension (1968), Day and Park's (2005) taxonomy of reading comprehension, and Bloom's taxonomy of educational objectives revised by Anderson et al (2001) will be taken into consideration.

## RESULT AND DISCUSSION

The book is designed based on The Pebble in the Pond Model (Merril, 2002). A Pebble in the Pond is an instructional design method proposed by M. David Merrill. It is based on his first principles of instruction that he sees as being the underlying elements shared by many effective instructional models and theories. Designed for problem-based learning, the model is perceived as a series of cocentric circles at whole heart lies the problem to be solved. Radiating

outwards are the step ('ripples') to be taken in the design of a unit of instruction. The phases are:

### **1. Problem**

Students lack of comprehension on the materials in the subject of the course of Active Reading. Most of them do not understand how to find topic, main idea, supporting details in reading text.

### **2. Progression**

Based on the problem, this book is designed by definition, examples and explanation to make the material clear.

### **3. Analysis**

The researchers analyzed the students skill required to comprehend the material. They are expected to be able to find and construct the topic, main ideas and supporting details actively.

### **4. Strategy**

The students can use the strategies to comprehend the material. This focuses on the students' learning center. They can use 5 e-learning cycle (Engage, Explore, Explain, Elaborate/Extend, Evaluate).

### **5. Design**

The researchers designed the book based on the Active Reading syllabus.

### **6. Production**

Finally, the Active Reading text book is produced and deliver to the students of the third semester at the INDRAPRASTA university.

Basically, this researches purpose is to assist the lecturers to teach Active Reading subject in English Study Program. It is taken at the third semester. This book will help the students to comprehend English text easily. This book contain the material explanation, examples, exercises, and various texts. It is also completed by the reading strategies. The aim is to make the students as the strategic readers. They can communicate with the writers through the written texts actively. The students understand how to find and construct the topic, determine main ideas, identifying types of paragraph, recognized function to get meaning, get meaning by word substitution.

The following is the list of content of Active Reading Textbook:

Unit 1: Introduction of Active Reading.

Unit 2: Understanding Paragraph Finding Main Idea.

Unit 3: Reading Passage 1, Symbolic Language of Dream

Unit 4: Types of Paragraph

Unit 5: Reading Passage 2, Rain Forest

Unit 6: Recognizing Function of Sentence

Unit 7: Reading Passage 3, Do it Your Self

Unit 8: Considering Punctuation to Get Meaning

Unit 9: Reading Passage 4, The Effect of Pyramid

Unit 10: Getting Meaning by Word Substitution

Unit 11: Recognizing Directional and Qualifying Words

Unit 12: Active Reading in Action

The result of the research is expected to help the lecturers to teach active reading

course and deliver the knowledge through the reading material to the students. After identifying students' problem in comprehend ESL texts, analyzing the students' needs, designing the draft, and arranging the materials, the researchers designed the book based on the available syllabus. The researchers present various texts and examples which help the students develop their ESL reading skill. The book is also completed by the reading strategies to make students be strategic readers and they can take benefits from their reading learning.

## CONCLUSION

The active reading book is designed to assist the students in learning reading at the third semester. The book consists of the reading material completed by the reading strategies. The various ESL texts will help the students be successful readers.

The future research will focus on the designing critical reading text book for the forth semester students.

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